Priscilla Araya

Sustainability Class

Instructor: Shakira Castronovo

**Midterm: Lesson Plan- Water cycle**

**Grade:** 1st grade

**Description:** Students will learn about the water cycle via a two part lesson; observation and water cycle presentation. A week before the lesson we will have each table put a specific amount of water in each beaker and keep them by the window sill. A week later we will re-measure the beakers and observe the difference in water levels. After a discussion, we will read a book that personifies the water cycle after which we will learn the vocabulary and definition of each cycle. We will also discuss the energy it takes to use water in our daily lives. Lastly, the students will complete two worksheets both visual and verbal that will assess if they understand the basic water cycle.

**Learning Standards:**

**CCLS:**

* [CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
* [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/SL/1/1/) Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
* [CCSS.ELA-Literacy.SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.
* [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

**NYS MST Standards:**

* **Inquiry Skills, Standard 1**
* Key Idea 1:

The central purpose of scientific inquiry is to develop explanations of natural phenomena

in a continuing, creative process.

* S1.1 Ask "why" questions in attempts to seek greater understanding concerning objects

and events they have observed and heard about.

* S1.1a Observe and discuss objects and events and record observations
* S1.1b Articulate appropriate questions based on observations
* S1.2 Question the explanations they hear from others and read about, seeking clarification and comparing them with their own observations and understandings.
* S1.2a Identify similarities and differences between explanations received from

others or in print and personal observations or understandings

* S1.3 Develop relationships among observations to construct descriptions of objects and

events and to form their own tentative explanations of what they have observed.

* S1.3a Clearly express a tentative explanation or description which can be tested
* **Process skills: standard 4 Key Idea 2:**

Many of the phenomena that we observe on Earth involve interactions among components of air, water, and land.

The water cycle, weather, erosion, deposition, and extreme natural events involve interactions among air, water, and land on Earth.

2.1c Water is recycled by natural processes on Earth.

• evaporation: changing of water (liquid) into water vapor (gas)

• condensation: changing of water vapor (gas) into water (liquid)

• precipitation: rain, sleet, snow, hail

• runoff: water flowing on Earth’s surface

• groundwater: water that moves downward into the ground

**Time**: 55 mins

**Objectives:**

* To define the parts of the water cycle.
* To recognize a visual representation of the parts of the water cycle
* To understand that it takes energy to provide clean water for our usage.

**Materials:**

* Smart Board
* Smart board presentation
* Books: **The Magic School Bus Wet All Over**  
  by Patricia Relf; illustrated by Carolyn Bracken

and/or

**The Magic School Bus At the Waterworks**  
by Joanna Cole; illustrated by Bruce Degen

* Container with water
* Worksheets
* Pencils

**Procedure/Methods**:

1. Begin by showing the container with water to students and compare the measurements.
2. Then continue with a “Turn and Talk” discussion with the students about what happened to the water that was in the container.
3. Identify the word that represents the process that transpired.
4. Read the book: **The Magic School Bus Wet All Over**  
   by Patricia Relf; illustrated by Carolyn Bracken
5. Students will identify the other two major water processes in the book.
6. Review the processes via smartboard powerpoint/presentation using visuals and descriptions of each process.
7. Focus on a slide regarding how we recycle water in our everyday lives.

Time permitted read the book: **The Magic School Bus At the Waterworks**  
by Joanna Cole; illustrated by Bruce Degen to stress the energy it takes to provide clean running water.

**Assessment/Rubric:**

1. Independent work: Have students go back to their seats and complete handouts identifying the water cycle with its visual representation and definition.